

**Practicum in School Psychology I (CIEP 463)—Fall 2017
And
Practicum in School Psychology II (CIEP 463)—Spring 2018**

2017-18

**Student Handbook
Syllabus and Activities**



FALL SEMESTER

Date	Topic	Readings	Assignments Due
Aug. 29	Introduction to Practicum	Wise, P.S. (2008). A Dozen Pearls of Wisdom: Lessons for Interns From Those Who Have Gone Before. <i>NASP Communicate</i> , (36)5. (found on Sakai)	
Sept. 5	Handbook & Logs	Cooley, Leslie A. (2009). <i>Power of Groups: Solution-Focused Group Counseling in Schools</i> . Thousand Oaks, CA: Corwin.	Prepare questions related to logs,
Sept. 12	Establishing Effective Helping Relationships	McGivern, J.E., Ray-Subramanian, C.E., Bernstein, E.R. (2014). Best Practices in Establishing Helping Relationships. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Data-based and collaborative decision making</i> . Bethesda, MD: National Association of School Psychologists.	
Sept. 19	IDEIA-2004, NCLB, State Rules and Regulations	<p>Review Side by Side document of the Illinois Rules and Regs, New Part 226 and IDEIA found on Sakai</p> <p>Illinois Administrative Code. (2000). <i>23 Administrative Code 226, Special Education Rules</i>. Springfield, IL: Illinois State Board of Education.</p> <p>Mazza, J.J. (2014). Best Practices in Clinical Interviewing Parents, Teachers and Students. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Data-based and collaborative decision making</i>. Bethesda, MD: National Association of School Psychologists.</p> <p>Items posted on Sakai including Power Points: RIOT, Record Review</p>	Contract Goals
Sept. 26	IDEIA-2004, NCLB, State Rules and Regulations	Review documents on Illinois Rules and Regs, New Part 226 and IDEIA found in Sakai	Sequential Observation
Oct. 3	Mental Health in the Schools: Groups and Individual Counseling	<p>Doll, B., Cummings, J.A., Chapla, B.A. (2014). Best Practices in Population-Based School Mental Health. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Systems-level services</i>. Bethesda, MD: National Association of School Psychologists.</p> <p>Murphy, J.J. (2014). Solution-Focused, Student-Driven Interviews. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Student-level services</i>. Bethesda, MD: National Association of School Psychologists.</p> <p>Herbstrith, J.C. & Tobin, R.M. (2014). Best Practices in Group Counseling. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Student-level services</i>.</p>	Group counseling text reading completed

		Bethesda, MD: National Association of School Psychologists.	
Oct. 10	Class Will Not Meet Fall Break		
Oct. 17	Mental Health in the Schools: Groups and Individual Counseling	Items posted on Sakai	
Oct. 24	Group	Participation and Facilitation	
Oct. 31	Group	Participation/Facilitation/Consultation	
Nov. 7	Mandated Reporting	Items posted on Sakai Children's Justice Task Force. (2014). <i>Manual for Mandated Reporters Revised Edition</i> . Springfield, Illinois: Department of Children and Family Services	
Nov. 14	Presenting at IEPs	Glazer, A. (2014). Effective Oral Communication of Evaluation Results. <i>NASP Communicate</i> , 42,(6).	
Nov. 21	Group	Participation/Facilitation/Consultation	Interview Assignment
Nov. 28	Internship Discussion	Items posted on Sakai	
Dec. 5	Internship Planning	Items posted on Sakai	Alternate Visit

SPRING SEMESTER

Date	Topic	Readings	Assignments Due
Jan. 16	Second Semester Overview	Items posted on Sakai	
Jan. 23	Internship/Adv Practicum Seeking Plan	Reflections on Workshops and Placement Center at ISPA Convention	

Jan. 30	Group/Individual Counseling	Consultation	
Feb. 6	Group/Individual Counseling	Group/Individual Counseling Consultation	
Feb. 13	No Class	NASP Convention	
Feb. 20	NASP Reflection	Reflections on Workshops and Presentations at NASP Convention	
Feb. 27	Group/Individual Counseling	Consultation	
Mar. 6	Spring Break – No Class		
Mar. 13	Evidence Informed Practice	Items on Sakai	
Mar. 20	PREPaRE WS1 9:00am-12:30pm	Brock, S.E, Louvar Reeves, M.A., Nickerson, A.B. (2014). Best Practices in School Crisis Intervention. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Systems-level services</i> . Bethesda, MD: National Association of School Psychologists.	
Mar. 27	PREPaRE WS1 9:00am-12:30pm	Lieberman, R., Poland, S., Kornfeld, C. (2014). Best Practices in Suicide Prevention and Intervention. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Systems- level services</i> . Bethesda, MD: National Association of School Psychologists.	
Apr. 3	No Class		
Apr. 10	Threat Assessment	Cornell, D. (2014). Best Practices in Threat Assessment in School. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Systems-level services</i> . Bethesda, MD: National Association of School Psychologists. Virginia Center for School and Campus Safety. (2016). <i>Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines</i> . Virginia Department of Criminal Justice Services.	
Apr. 17	Advanced Crisis Prevention	Items posted on Sakai	
Apr. 24	Closure/Wrap Up		PREPaRE WS1 Reflection
June 15	No Class		Evaluation by Supervisor

June 22	No Class		Final Reflection, Stored Excel Log to Dr. Pesce
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REQUIRED ACTIVITIES AND ASSIGNMENTS

Due date	Assignment	Where to turn in
1 st of every month Starting October 1st	Log and reflection	Assignments on Sakai
Weekly	Individual/Group Counseling Progress Notes	Email to Monitor
Sept. 19	Contract	Class
Sept. 19	Goals	Class
Sept. 26	Sequential Observation	Assignments on Sakai
Nov. 21	Interview Assignment	Assignments on Sakai
Dec. 5	Alternate Visit	Assignments on Sakai
April 10	PREPaRE WS1 Reflection	Sakai followed by LiveText
Two weeks following IEP report out	Full and Individual Evaluation #1	Assignments on Sakai
Two weeks following IEP report out	Full and Individual Evaluation #2	Sakai followed by LiveText
Two weeks following last session	Group Counseling: All Parts	Sakai followed by LiveText
Two weeks following last session	Individual Counseling: All Parts	Sakai followed by LiveText
June 15	Supervisor Evaluation	Live Text
June 15	Final Reflection	Assignments on Sakai
June 22	Thumb drive or CD with logs	Dr. Pesce's mailbox

Bolded Items are Portfolio Assignments and must also be submitted there in order to get credit for them.

SCORING RUBRIC

Assign.	Total Points	A 100-95 %	A- 94- 90%	B+ 89- 85%	B 84- 79%	B- 78- 70%	C or below 69% assignments and/or below satisfactory rating by supervisor
INTERVIEW SCHOOL PSYCH.	30						
ALTERNATE VISIT	30						
GOALS	30						
REFLECTIONS/LOGS	100						
SEQUENTIAL OBSERVATION	75						
GROUP COUNSELING	120						
INDIVIDUAL COUNSELING	120						
2 FULL AND INDIVIDUAL EVALUATIONS	100 EACH						
PREPaRE WS1 REFLECTION	50						
END of YEAR REFLECTION/LESSONS LEARNED	50						
SUPERVISOR EVALUATION	500						

**Practicum in School Psychology
2017-18 School Year**

Professor: Rosario C. Pesce, Ph.D. (rpesce@luc.edu or yppsy@aol.com)
312-316-3754, Office: LT 1149, Hours: 7:30-9:30am Tuesdays and by appt.
Teaching Asst.: Julia Behen (jbehen@luc.edu)

Time/Location: Tuesdays, 10AM-12:30PM/Corboy Law Center 208

General Information

As noted in the school psychology handbooks, the school psychology practicum is taken during the second year of the program. It takes place during the fall and spring semesters.

Final Approval to take CIEP 461/463 – Fall 2015

**A Master's Degree
First Year Field Experience in Completing Coursework
Master's Portfolio successfully completed
And the following courses:**

CIEP 419: Data-Based Decision-Making (currently CIEP 466)
CIEP 462: Seminar in Professional School Psychology
CIEP 477: Academic Assessments & Interventions
ELPS 432: School Psychology and Social Justice
CIEP 481: Assessment of Infants & Preschool Age
CIEP 480: Assessment of School Age Children and Adults
CIEP 410: Legal Issues: Educational Disabilities
CIEP 482: Prevention, Assessment, & Intervention: Behavior
CPSY 454: Human Development: Cognitive, Affective, and Physical Bases
RMTD 400: Research Methods or RMTD 422 Single-Case Research Design
CIEP 474: Assessment of Bilingual Students
CIEP 413: Psychopathology and Introduction to School Based Mental Health
Dispositional Assessment included as part of each course

Courses taken concurrently with CIEP 461/463 Practicum

Fall Semester: CIEP 485: Prevention, Assessment, & Intervention: Social Emotional
CPSY 423: Theories of Counseling & Psychotherapy

Spring Semester: CIEP: 479 School Based Consultation
CIEP: 544 Prevention, Assessment, & Intervention: Advanced Skills

Students are assigned to practicum sites that have been established in cooperation with the department and the school psychology program faculty. These sites have been carefully selected because of the high quality of the mentoring relationship between the practicum student and the site-based licensed school psychologist(s); the diversity of roles available for practice; and the opportunities to serve the needs of students from underrepresented groups.

- It should be noted that if a student wishes to pursue a practicum experience in a specific setting, the practicum instructor must be contacted before March 1 prior to the year of the practicum to ensure that there is adequate time for a site review.
- Students must complete the practicum in a setting outside of their regular employment setting to provide for a carefully orchestrated balance of pre-professional experiences related to assessment, consultation, counseling, prevention and intervention. Efforts are made to place students in settings that are dissimilar from their previous experiences. Student preferences for practicum site placement assignments and scheduled days of service will be honored as much as possible.

Days Required

- Each student will be assigned to a practicum site for two full school days per week for the district's school year. A minimum of 64 days (full time equivalent) must be documented in the student log by the end of the second semester. Additionally, students must maintain documentation of a minimum of **70** practicum site days of **7 hours per day** by the end of the district school year. A total of **600 hours** must be completed in practicum activities outside of the classroom.
- **Attendance at classes held on campus is required.**
- Practicum candidates work the supervising school psychologist's school day, not the students' school day.

Practicum Goals

The school psychology practicum is designed to provide the student with a range of assessment, intervention, prevention, counseling and collaborative consultation experiences that will give an overall framework for relating specialized skills and interests to the rapidly changing field of school psychology.

The first semester of practicum will focus on gaining an understanding of school based mental health service delivery systems and will provide an orientation and experiences in basic group counseling skills. In addition, students will be required to participate in various activities related to full and individual evaluations that will build the skills needed to complete a school based psychological assessment from a problem solving practice perspectives. Resources for developing and evaluating research based and effective interventions will be explored.

Second semester of practicum will focus on continuing to develop skills in individual counseling and group counseling. Students will have the opportunity to complete required assignments from other classes at their sites during the second semester. During the second semester there are fewer assignments required for this course but more opportunities for students to become involved in other activities at their sites not necessarily dictated by this class. Students can discuss these activities in class and seek consultation in class as necessary.

The activities that will be engaged in during the practicum are based upon the following ten NASP Professional Standards:

Standard 1: Data-Based Decision Making and Accountability
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School psychologists have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Standard 2: Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services.

Standard 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social-emotional functioning and mental health.

Standard 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Standard 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

Standard 7: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Standard 8: Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity.

Standard 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

Standard 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Some activities that will be engaged in during the practicum are based upon the following APA Competencies, Specifically IV, Application

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations
10. Intervention: Interventions designed to alleviate suffering and to provide health and well-being of individuals, groups, and/or organizations
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs of goals.

During practicum, students will be exposed to school settings and/or cooperatives which will give them an opportunity to observe school psychologists, to gather information about school systems, and to understand interrelationships between the districts (i.e., potential employers and the systems in which they may eventually work as school psychologists) and the professional practice of school psychology within the public schools in the State of Illinois. Practicum assignments are designed to:

- A. Enhance a student's understanding of professional ethics and the law (NASP Standards 1, 2, & 10)
- B. Enhance a student's understanding of how to integrate assessment with educational interventions (NASP Standards 1, 2, 3, 4, & 8, APA Competency IV.9)
- C. Enhance a student's understanding of the structure of schools and how school psychologists fit into that structure (NASP Standard 6)
- D. Enhance a student's understanding of the scope of school-based mental health services (including system level prevention/intervention programs) and the availability of community resources and interagency collaboration (NASP Standards 4, 6, 7, & 9, APA Competency IV.11)
- E. Enhance a student's understanding and supervised practice of individual and group counseling skills (NASP Standards 4 & 5, APA Competency IV.10).

Communication

Working with your supervisor: The opportunity to form a mentor-mentee relationship with your site-based supervisor is perhaps one of the most important components of your practicum. There are several things you can do to get the best value out of this experience.

- **Be reliable:** That is, be present consistently and on time. Do what you have promised and complete it before it is needed. Be careful! Administer and score all standard instruments in accordance with the directions.

- **Be objective about your skills.** If you don't know how to do something you are asked to do, be truthful and ask for direction in improving your skills. If you have particular skills that would be useful, don't keep them a secret. Make yourself open to supervision. Be sure you understand how your supervisor chooses to make himself/herself available to you and ASK if you are unsure about what is expected of you.
- **Be useful.** Look for opportunities to take on tasks within your skill range. Find a teacher or teachers who welcome you to observe whenever you have free time or need to be out of the way of your supervisor.
- **Be congenial.** You will be helpful to your supervisor to the extent that you can relate effectively to the children and adults in your practicum setting.
- **Comply with the school district's routines and procedures.** Wear any identification you are asked to wear, sign in and out of buildings as required, enter and leave by approved entrances, cooperate with fire drills, etc.
- **Be sensitive** to the culture, ethnicity, race, gender, age, and life style of those individuals with whom you work.

*Finally, if you encounter difficulty in working with your supervisor, the first person to discuss this with is your supervisor. If that doesn't resolve the problem, talk to your Loyola practicum supervisor. **It is not appropriate to discuss such matters with friends and/or classmates.***

It should be noted that the school psychology practicum usually works well if you carefully attend to the following issues. A course requirement is that you spend two regularly scheduled days per week at your practicum site. There may be times when you can spend even more days per week at your site. This may not be a school district where you are employed in any other capacity. The particular days of the week are to be collaboratively determined by you and your site-based supervisor. Some of the work you have to (or wish to) accomplish will need to be done beyond your regularly scheduled days. You will need to manage your own personal schedules accordingly. You also need to schedule your winter and spring breaks around the district's breaks and not Loyola's calendar.

Email Information:

***You must have a Loyola e-mail account.** Any announcements such as schedule changes, etc. will be made through your university e-mail account recorded on Sakai when you register for the class.*

You might want to forward your Loyola account to your home account so that your Loyola email is rerouted. Remember, every time you switch e-mail providers while at Loyola, you must re-route your e-mail to your new address. You may use the Personal Account Manager on the website to re-route your email to your personal account. E-mail re-routing takes an hour to begin. Remember that re-routing only works on new messages; check your Loyola e-mail account for messages received before you re-routed.

Consultation with the Instructor

The best way to contact your instructor is by e-mail:

Dr. Rosario Pesce rpesce@luc.edu or vppsvch@aol.com

Textbooks

Required Texts

These texts will be useful for your professional library and we encourage you to purchase these books since you will find them excellent resources for this year and the future.

Cooley, L. (2009). The Power of Groups: Solution-Focused Group Counseling in Schools, Thousand Oaks, CA: Corwin Press (ISBN 978-4129-7097-6)

National Association of School Psychologists (2014). Best Practices in School Psychology, 4-book series. Bethesda, MD: Author (ISBN 978-0-932955-52-4, print) (ISBN 978-0-932955-51-7, electronic)

Recommended Online Training

TF-CBT Online Training: Trauma Focused-Cognitive Behavioral Therapy (TF-CBT) Web online training program in TF-CBT at <http://tfcbt.musc.edu> This training will be a requirement for CIEP 544 in the Spring semester. Taking it might prove useful to students during the earlier part of practicum.

Recommended Texts:

Creed, T. A., Reisweber, J. and Beck, A. T. (2011). Cognitive Therapy for Adolescents in School Settings, New York: Guilford Press (ISBN 978-1-60918-133-8)

Erbacher, T. A., Singer, J. B. and Poland, S. (2015). Suicide in Schools: A Practitioner's Guide to Multi-Level Prevention, Assessment, Intervention, and Postvention, New York: Routledge (ISBN 978-0-415-85703-1)

Friedberg, R. D. and McClure, J. M. (2015). Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts, 2nd Ed., New York: Guilford Press (ISBN 978-1-4625-1980-4)

Kelly, M. S., Raines, J. C., Stone, S. & Frey, A. (2010). School Social Work: An Evidence-Informed Framework for Practice, New York: Oxford (ISBN 978-0-19-537390-5)

Kendall, P. C. (Ed.) (2012). Child and Adolescent Therapy: Cognitive-Behavioural Procedures, 4th Ed., New York: Guilford Press (ISBN 978-1-60623-561-4)

Rathvon, Natalie (2008), Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes, 2nd Ed., New York: Guilford Press (ISBN 978-1-5730-967-8)

Simon, D. J. (2016). School-Centered Interventions: Evidenced-Based Strategies for Emotional, and Academic Success, Washington D. C.: American Psychological Association (ISBN 978-1-4338-2085-4)

Other Recommended Texts:

- Adelman, Howard S. (2006). The Implementation Guide to Student Learning Supports in the Classroom and Schoolwide: Corwin Press (ISBN 1-4129-1452-3)
- Doll, Beth A. and Cummings, Jack A. (2008). Transforming School Mental Health Services: Population-Based Approaches to Promoting the Competency and Wellness of Children: Washington DC: National Association of School Psychologists (ISBN 978-1-4129-5329-0)
- Larson, Jim and Lochman John E. (2005). Helping Schoolchildren Cope with Anger-A Problem Solving Approach, New York, New York Guilford Press, (ISBN 1-75230-728-5)
- Miller, David N. (2011). Child and Adolescent Suicidal Behavior: School-Based Prevention, Assessment, and Intervention: New York: Guilford Press (ISBN 978-1-60623-996-4)
- Reeves, Melissa A., Kanan, Linda M. & Plog, Amy. E. (2010). Comprehensive Planning for Safe School Environments: A School Professional's Guide to Integrating Physical and Psychological Safety-Prevention through Recovery: New York: Routledge (ISBN 978-0-415-99834-5)

Internet-Based Courses:

- Using TF-CBT With Childhood Traumatic Grief <http://ctg.musc.edu/?s=gkn0> (must have completed TF-CBT course first in order to take this one)
- Psychological First Aid <https://learn.nctsn.org/course/index.php?categoryid=11>

Internet-Based Resources:

- PBIS: www.pbis.org
- Intervention Central: www.interventioncentral.org
- IL Children's Mental Health Partnership: www.icmhp.org
- UCLA School Mental Health Site: <http://smhp.psych.ucla.edu>
- ISBE: www.isbe.net
- ISPA: www.ilispa.org
- NASP: www.nasponline.org

Finding Evidence Based Programs Clearinghouses:

- The Campbell Collaboration (<http://www.campbellcollaboration.org/>)
- The Cochran Collaboration (<http://www.cochrane.org>)
- The National Registry of Evidence-Based Programs and Practices compiled by the Substance Abuse and Mental Health Services Administration (www.nrepp.samhsa.gov)
- The What Works Clearinghouse compiled by the Department of Education/Institute of Education Sciences (<http://ies.ed.gov/ncee/wwc/>)

Other Internet Based Resources:

- <http://www.colorado.edu/cspv/blueprints/>
This Web site overviews the Blueprints for Violence Prevention project, which has identified prevention and intervention programs that meet a strict scientific standard of program effectiveness and have been shown to reduce or eliminate problem behaviors such as delinquency, aggression, violence, substance abuse, and school behavioral problems. Program effectiveness is based upon an initial review by

CSPV and a final review and recommendation from an advisory board. Programs selected are based on “evidence of deterrent effect with a strong research design, sustained effect, and multiple-site replication” and programs are determined to be “promising” or “model.”

- <https://www.ojjdp.gov/mpg>

The OJJDP Model Programs Guide site provides a searchable database of scientifically tested and proven programs that address a range of issues across the juvenile justice spectrum. The guide provides more than 175 prevention and intervention programs and helps communities identify those that best suit their needs. Users can search the guide’s database by program category, target population, risk and protective factors, effectiveness rating, and other parameters. Using four summary dimensions of program effectiveness (conceptual framework, program fidelity, evaluation design, and empirical evidence demonstrating positive impact on behavior), programs are rated as “promising,” “effective,” or “exemplary.”

- <http://www.promisingpractices.net/>

This network, comprised of a partnership between the Rand Corporation and several state-level intermediary organizations, is dedicated to providing quality evidence-based information regarding programs to help the lives and outcomes of children. Programs are rated “proven” or “promising” based on the rigor of the research and the magnitude of the impact of the intervention or outcomes, or “screened” for programs that have not been reviewed by PPN staff, but have been shown to be effective by one or more credible organizations.

- <http://www.sprc.org/resources-programs>

The Suicide Prevention Resource Center is a one stop site for anyone who is in studying suicide. The site has a lot of information on suicide in general, effective prevention, resources and program, trainings and events, news and highlights, and organizations dedicated to the topic. It publishes a weekly SPARC that covers timely topics and research in the field. The link above describes resources and programs.

Evaluation Procedures

Grading: In order to be considered for each of the following grades, students must meet the following criteria:

A: In order to earn an **A**, the student must participate in all required whole class activities (this means attendance at all scheduled class meetings and other required meetings), reliably participate in the assigned practicum site activities, and be recommended for a grade of **A** by the site-based supervisor. The student must successfully all required activities at a level of Mastery or higher.

B+ In order to earn a **B+** the student must participate in all required whole class activities (this means attendance at all scheduled class meetings and other required meetings), reliably participate in the assigned practicum site activities, and be recommended for a grade of **B+** by the site-based supervisor. The student must successfully complete all required activities at a level of Mastery.

B: In order to earn a **B**, the student must participate in all required whole class activities, reliably participate in the assigned practicum site activities, and be recommended for at least a grade of **B** by the site-based supervisor. The student must successfully complete all required activities at a level of Mastery. **The successful completion of all required activities alone will result in a grade of B for the semester.**

Grades of **C, D, or F** reflect less than satisfactory performance on one or more of the required components of the course, failure to reliably participate either in the class or the assigned practicum site activities, or the recommendation of your site-based supervisor that you receive a grade lower than B. **If you receive a grade lower than a B during either semester you will not be approved for an internship!!**

The instructor has the right to override the point totals in borderline situations or extraordinary situations requiring judgment independent of the point system.

Attendance:

On-campus class attendance is required on specified dates. One or more additional required class sessions may be scheduled during the school year for featured speakers and/or other student-requested events. These will be announced in class, on Sakai, and you will be notified of such events via e-mail. **Any absences should be communicated in advance with the instructor. Should an absence occur due to a condition at the student's site, advance communication is required with supervisor copied.** You are responsible for obtaining any information missed during your absence.

Assignments:

Each semester, several assignments will be required that will integrate theory, classroom learning and applied skills. As much as possible, it is a good idea to integrate the requirements into the daily work of your supervisor or the school in which you will be serving your practicum. All required assignments are due at the date posted on the class meeting schedule and submitted using *Word*. **Any reason for a late assignment should be communicated in advance with the instructor. Should an assignment be late due to a condition at the student's site, advance communication is required with supervisor copied.**

Assignment Grading Protocol:

If assignments are due on a specific date, *they are due on that date or earlier*. **Unexcused late assignments will be reduced by 10%.**

Resubmitting Work: Some students will find one or two assignments especially challenging. If you would like to rewrite an assignment you may do this one time with instructor approval. The work will only be regarded if the **original** document and **original** rubric are handed in with the corrections. You may only have **one** rewrite on any assignment.

Activity Logs and Monthly Reflections:

Students are required to log all of their activities on the Excel log through Sakai for this course. Monthly reflections are to be submitted at the same time as the logs. **Both are to be submitted on the first of each month through the Assignments tab on Sakai.** To receive monthly credit, both must be submitted on time. A copy of the final log on CD or flash drive is required to document practicum hours for the purpose of internship.

Assignments and Client Identification:

As some assignments require reporting on students and others through counseling activities and full and individual evaluations, refrain from using students' names, but instead use initials for counseling reports and pseudonyms for full and individual evaluations.

Participation:

This course does not utilize quizzes, tests, or final exams. Moreover, as this course depends heavily on discussion and relevant issues from student's sites, it is important that students be fully engaged in class activities. **Therefore, use of electronic devices, i.e. laptops, cell phones, iPads, etc., during class time is not permitted unless approved by the instructor.**

Site Visits:

Dr. Pesce will be scheduling two site visits with you and your supervisor. At these visits you should be prepared to discuss what a typical day is for you during your practicum, special activities you have been involved in, and what else you would like to accomplish during the practicum. Additional site visits will be provided as needed in order to assist any particular student in profiting from the practicum.

INCOMPLETE GRADE: All students will be given an incomplete grade at the end of the second semester. The grading for the second semester will occur once the student completes the school year of the site and all required assignments. **This includes the submission of the Final Excel Log in a storage device by Friday, JUNE 22nd.**

University-Wide Policies

Section 1

COURSE OBJECTIVES TIED TO IDEA ONLINE COURSE EVALUATION

1. Learning to apply course material (to improve thinking, problem solving, and decisions)

2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to analyze and critically evaluate ideas, arguments, and points of view
4. Acquiring skills in working with others as members of a team
5. Developing skill in expressing oneself orally or in writing

CONCEPTUAL FRAMEWORK

The School of Education's (SOE) conceptual framework, Social Action through Education (available at www.luc.edu/education/mission/), is exemplified in this course in a variety of ways. The course focuses on the direct application of psychology clinical and behavioral health services to prevent and address a variety of behavioral, academic, social-emotional and mental health needs of children, adolescents and families. Direct supervision of these skills will occur in applied clinical settings and through the university to improve services for individuals and families. Many of the clients and students that will receive the services the students provide are unlikely to receive them and are often marginalized in schools and other clinical environments, due to poverty, issues of racial equity and injustice, special education factors, sociocultural issues, identification as LGBTQ and other factors that result in a lack of access to adequate mental health, academic and behavioral services. The application of clinical skills in applied settings for students and families who need a range of support is the Social Action through Education that takes place through direct provision of psychological and psychoeducational services.

Conceptual Framework Standards: These conceptual framework standards reflect the SOE's commitment to promote transformational learning within each student and will be fostered in class and in the field placement of students in practicum. It is expected that

- CFS1: Candidates critically evaluate current bodies of knowledge in school psychology
- CFS2: Candidates apply culturally responsive practices that engage diverse communities
- CFS3: Candidates demonstrate knowledge of ethics and social justice
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

DIVERSITY

In concert with the mission statement of the SOE, learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. With respect to providing a range of psychological and psychoeducational supports along a continuum, we will stress the importance of understanding the larger context by which an individual or family may function, which includes sensitivity to potential biases mental and behavioral health service providers bring to the table with respect to race, ethnicity, and culture. In the course, we also attend to disenfranchisement of particular groups in school/clinical settings and disparate access of subpopulations to mental and behavioral health treatment, inclusive of diverse racial and ethnic groups and others historically marginalized in our schools, such as those that identify as LGBTQ, individuals with disabilities, those that are homeless and living in poverty.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the

dispositions assessed in this course and you can find the rubrics related to these dispositions in the student handbook and LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Section II
Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

Internship

Interviews for internships start shortly after the second semester begins in January. You should begin to contact districts as early as possible in the second semester to ensure that you have access to your choice of internships. At the Illinois School Psychologists Association Convention in February there is a job placement center where internship sites interview potential interns, but many districts begin interviewing well before this convention. Students may not

accept an internship offer until the date specified by university trainers which is a uniform date across the state of Illinois.

There is a state internship approval form that is completed by the program director when all practicum requirements and internship prerequisites (all classes completed and no incomplete grades) are fulfilled. In addition, the Illinois State Board of Education's Content Area Examination for School Psychology must have been successfully passed. Because of the structure of the practicum experience, the internship requirements cannot be fulfilled until the beginning of August.

THE FINAL EXCEL SPREADSHEET, COMPLETED THROUGH THE END OF THE PRACTICUM, MUST BE TURNED IN BY THE FOURTH FRIDAY IN JUNE TO RECEIVE FINAL APPROVAL FOR THE INTERNSHIP.

Activity: Excel Log and Reflection

Due Dates: Oct. 1, Nov. 1, Dec. 1, Jan. 1, Feb. 1, March 1, April 1, May 1, June 1*

Turn-In Style: Assignments on Sakai

Goal: To develop a sense of the different activities in which school psychologists are involved. This activity also provides you with an orientation to documentation of activities required during internship.

Activity/Products: There are three components to document the successful completion of this activity:

1) You will be required to keep an Excel spreadsheet of your activities and the amount of time you spend on each activity. The time should be reflected in quarter hours (e.g. 15 min. = .25 hours). In addition you will need to maintain a list of assessments completed on the spreadsheet, as well as the number of students you work with from diverse backgrounds. The spreadsheet is available on Sakai. This will be extremely valuable information to you as you seek an internship and are asked what assessment methods you have used and populations with whom you have experience.

You must upload the excel spreadsheet monthly through the Assignments tab in Sakai.

2) You are to keep a daily appointment calendar. You are to number the days that you are at your site. Keep log appointments and meetings on your calendar. A day equals 7 hours. If there are factors unique to your site that impacts the number of hours that you may be on site, please notify the instructor. (You do not need to turn this in through the digital drop box and will keep this calendar for your own records.)

Conferences and conventions are counted as Practicum attendance days.

3) You will complete a mini-reflection, comparable to the reflection log you will keep during internship. You will turn in a monthly reflection. These reflections will not describe the events but rather your own personal response to the events at your practicum, how these events and your role as a practicum student is forming your professionalism as a school psychologist. You must include in the monthly title the number of days completed at your site up to the end of the month, e.g. **September, 10 Days Completed.**

For credit the log and reflection must both be turned in on time with each successful submission worth 10pts. 10pts per month=100 for the school year.

**Students beginning work in August and submitting this assignment on October 1st on time will receive 20 pts. Students working into June and submitting this assignment at the end of their time at their site will receive 20 pts.*

One of the last items you will be turning in at the end of the course is your final Excel Log in some sort of storage device. This will need to be turned into Dr. Pesce's mailbox by the fourth Friday of June.

**Activity: Goals
Due Date: Sept. 19*
Turn-In Style: In Class**

(NASP Standard 6)

Goal: To collaborate with your supervisor and establish goals and timelines for the full year practicum experience at the end of the first month of practicum.

Activity: With your cooperating school psychologist, complete the following:

1. What are your goals for this practicum experience?

2. Review the required activities for the class and discuss with your supervisor the logistics of how these can be accomplished at your site. Review optional assignments and decide which fit best into your practicum site. You should also consider what unique opportunities for learning exist at your site and how you could best take advantage of them. Your supervisor is a superb source of information for such matters. Take the time to discuss other opportunities which may be unique to your site that would be beneficial as a part of your practicum experience.
3. For each goal, list one or more specific experiences you should have during your practicum experience that will lead you to your goal. In other words, take some time to think about what professional development goals you have for practicum and this specific placement and write down specific activities and experiences that you are planning to seek during this school year.
4. List any pre-requisite skills that are needed for the specific experiences you have identified, but that you don't yet have. This way you can work to acquire these skills before starting the experience.
5. Write a timeline for accomplishing these tasks within **each** semester. Include the schedule during which you will be at your field site. The goals and timeline must cover the whole academic year. The reason for looking at the whole year is to be able to begin to plot out activities such as when in-services and school holidays fall that may impact your activities, to examine when annual reviews and case studies come due that you may be able to participate in, to schedule ISPA conference attendance and begin looking at experiences that will be helpful to you before you apply for internships in January... etc...

Optional, but a good idea: Write a letter of introduction to send to the faculty explaining your role in the coming year.

Product: A completed goal sheet clearly addressing the five points outlined above that includes:

- Loyola student's signature, telephone number, and e-mail address
- Cooperating psychologist's signature, telephone number, and e-mail address

NOTE: Original Signatures are required to document that the plan has been developed collaboratively with the supervisor.

*There is flexibility with the date this assignment is due.

Activity: Sequential Observations

Due Date: Sept. 26

Turn-In Style: Assignments on Sakai

Goal: To learn what schools are like across grade levels.

Activity: Arrange to observe in each grade of your school on a sequential basis. That is, first go to observe in a kindergarten room, then in a first grade, then in a second grade, etc. through all the grades available to you. If you are at a high school, middle school, or junior high you might want to visit two subjects across grade levels (e.g. English and Science). At the high school you should observe in at least six classes. You will also need to observe at least one non-academic

class (art, music, PE, industrial arts, home-ec), at any grade level. Then observe in one unstructured setting such as lunch, recess, or in the hall at passing time. Answer the following:

1. How does classroom structure tend to change as students get older?
2. How does independent work tend to change as students get older?
3. How does discipline tend to change as students get older?
4. How does socialization tend to change as students get older?
5. How does homework tend to change as students get older?
6. Describe how the curriculum unfolds over time across grade levels.
7. What did you observe that was different in the non-academic setting?
8. What did you observe in the unstructured setting?
9. As a school psychologist, why do you need to be aware of how expectations change over the years and in different environments?

Product: A description of the grade levels you observed and a written log which details the above nine questions and statements.

Group Counseling Activities Parts One, Two and Three

(NASP Standards 1, 3, 4, 6, 8, 10; APA Competency IV.10)

IT IS RECOMMENDED THAT YOU BEGIN THE SESSIONS AS SOON AS IT IS FEASIBLE.

Goal: To facilitate a counseling group.

Activity: This group can be a short-term group that deals with one specific issue (divorce, new student, friendship, social skills training etc.). It is recommended that the focus of group reflect aspects of the Illinois State Board of Education's social emotional learning standards. The group should meet at least for eight sessions and include at a minimum of four students.

NOTE: The expectation for this assignment is that as a novice, you will be conducting the group with another person. Most often this will be your supervisor, a school social worker, special education classroom teacher, or counselor from an outside agency, etc. You are required to participate in planning and facilitating group activities.

Products: There are three components to this activity

- 1) Written summary of introductory activities (Part One)**
- 2) Weekly group summary for each group session (Part Two)**
- 3) Final group counseling summary report (Part Three)**

All three parts of this assignment are turned in together two weeks following the group's final session.

Activity: Group Counseling Part One (40 pts)

Date Due: (Before you start group)

Turn-In Style: Emailed to monitor at the Start of the Experience

Introduction to the Group Counseling Activity: Before the group starts, you will provide a description of each member of the group. This will help you to put the group activity into perspective and will provide you with critical ecological factors to consider in planning activities and evaluating outcomes. Include the following information

1. Purpose of the group in the overall mental health services delivery model within the school (system context) this would include a documentation of a form of needs assessment that shows how the group activity was chosen.
2. Why each student was selected for this particular group: Describe the group composition and how the members were selected.

3. Each student's academic and behavioral *history* (Background information)
For each student in the group describe
 - Teacher concerns
 - Behavioral needs
 - Academic functioning
 - Family background
 - Relevant social , medical or developmental factors
 - Any previous data gathered relevant to the group (e.g. discipline referrals, homework completion, classroom sociograms, playground observations...)
4. What you hope each student will learn from the group, or your specific stated outcomes or goals for each student
5. Any specific dynamics you hope to facilitate within the group sessions
6. Define the goal or objective for the group in behavioral and measurable terms. This will be the most important factor in determining group outcomes for the purposes of the final summary of group activities and outcomes.
 - As you are required to present raw and analyzed data (charts, graphs, etc.) and an outcome summary of the progress the students have made in Part Three, make sure to include in Part One any type of measurement tool(s) that you will be using to obtain data.

Activity: Group Counseling Part Two (40 pts)

Date Due: After Each Session

Turn-In Style: Emailed to Monitor

Weekly progress notes: **These are to be completed and submitted within four days after each session. Progress notes should be thoughtful.** This is the only means other than your input during group supervision for the instructor and teaching assistants to keep up to date on the activities in your group and to provide feedback. The summaries also serve as documentation and as a self-evaluative tool in your skill development in counseling.

1. Keep progress notes using the prescribed template located on the next page after each session, with dates and time, in which you discuss
 - a. The goal of the meeting and how it fits into the overall objective of the group
 - b. The session structure--- what activities were chosen for the session and why
 - c. How the students reacted to the activity (note any unusual reactions from a student or students)
 - d. Reflect on your reactions to the group's behavior
 - e. What you need to do to enhance the group for the next session
 - f. Any follow up conversations about group members with teachers or parents
2. **Keep the progress notes in one document so that as each is read by your counseling monitor, he is able to refer to previously reviewed weekly notes.**

Group Counseling - Progress Notes Template

Practicum Student: _____

Overall Goal of the Group:

Group Members Present: (*first names only*)

Grade Level: _____

Leader(s): (if you co-lead a group, circle who ran the group for the session)

Date: _____

Session Number: _____

Goal of the Group Session:

How does this goal relate to the overall goal of the group?

Objective of the Session:

How does the objective of this session relate to the overall goal of the group?

Activity (Session Content) & how it relates to overall goal:

Evaluation of the Session

How the students reacted:

Your reactions to the group interactions:

What you would do differently:

Comment on Effective Affective Skills:

Next Session:

Activity: Group Counseling Part Three (40 pts) with Parts One and Two

Due Date: Two weeks following the final session.

Turn-In Style: Assignments on Sakai, Graded Version on LiveText

End of experience report: Summarize the growth each individual student made in the group. How did you measure this growth? Using behavioral terms and measurements are useful. Think about this as you begin the group. What was the overall goal in behavioral terms, what did the behaviors look like, what did you want the behaviors to look like at the end of the experience? You are required to present raw and analyzed data (charts, graphs, etc.) and an outcome summary of the progress the students have made.

Moreover, include in this part a description of your personal growth in terms of how you dealt with the challenges of group and the setting in which you provided it. How have you grown as a mental health professional as a result of this experience? Reflect on having worked with another person, the co-facilitator, on this assignment. This section should be given considerable thought and attention and should comprise about half of Part Three

Activity: Job Context of the School Psychologist Interviews

Due Date: Nov. 21
Turn-In Style: Assignments on Sakai

(NASP Standard 6)

Goal: To investigate the range of role perceptions of school psychologists within a district and to practice your interviewing skills.

Activity: For this assignment, you will need to obtain some basic district information and then interview both your school psychologist practicum supervisor, an administrator, a general education teacher (someone who does not work in special education), and a special education teacher.

Interview Components

Basic District Information obtained from School Psychologist:

1. Name of School District:
2. Persons Interviewed, their titles, and their years of experience:
3. Description of School District:
 - Grade Levels Served
 - Urban/suburban/rural
 - Number of Students
 - Number of Teachers
 - Number of Psychologists (FTE = full time equivalent: 2 – ½ time= 1 full time)
 - Psychologist to student ratio
 - Special education populations Served within the district
4. Written Job Description of Psychologist: (attach a copy obtained from the district or cooperative personnel office).
5. Summarize the district written eligibility requirements for LD, ED, ID, and OHI.. This information is available in district special education procedures manual available from the special education coordinator or the cooperative.

Sample questions for the school psychologist, administrator, special educator, and general education teacher:

1. What do you see the role of the school psychologist in this district as being?
2. In what types of activities does the school psychologist take part?
3. What is the most important role of the school psychologist in this district?
4. How would you prioritize the responsibilities of the school psychologist?
5. If you could have the school psychologist do anything that is not in the job description what would it be?

Reflective Post-interview Questions: Use these questions to guide your information gathering during the interview, but wait until after completing the interview before formulating your opinions.

1. Compare and contrast the responses from the people you interviewed.
2. How are the psychologist's, teacher's and administrator's perceptions of the school psychology role the same? Different? Why is this?
3. How would these perceptions impact on the psychologist's job satisfaction?
4. Would this school district offer satisfying employment opportunities for you as a beginning school psychologist? Explain.

5. Would this school district offer enough flexibility for a psychologist to have a full range of work experiences? Explain.

Product: A written summary of the information you obtained about the district, your interviews and your reflections on the interview.

Activity: Two Full and Individual Evaluations
Due Dates: Both are due two weeks following the report out at the IEP
Turn in Style: Assignments on Sakai, graded version on LiveText for the second one

(NASP Standards 1, 2, 3, 4, 7, 8, 10; APA Competency IV. 9)

Goal: To follow two cases through to the point at which decisions are made using the evaluation data. In order to provide you with an opportunity to look at evaluation data from a psychometric perspective and a problem solving perspective the case study evaluations need to address to BOTH OF THESE specific issues:

1. Student eligibility for special education services clearly identifying the district's criteria for eligibility. The administration of standardized tests need to be part of these evaluations if appropriate. In order to examine for yourself the potential utility of these measures, you need to be able to administer and interpret these using the district eligibility criteria. Until school districts abandon the use of these measures, it is part of your responsibility to know how to correctly administer and interpret these data gathering measures.

2. Problem solving: Identification of student needs (target behaviors that could be either academic or behavioral in nature) and the development of interventions to address these needs. This will likely require that you do some observations and administer measures that your district may or may not be used to administering. In order to meet this requirement you will need to present target behaviors in behavioral terms (in other words, what is the student doing or not doing as described in an FBA. The target behavior can be academic or behavioral in nature. Identify a replacement behavior. (For example if the referral is academic, describe the student's reading skill development utilizing CBM or CBE measures and identify targets for intervention and progress monitoring). **DO NOT USE ELIGIBILITY STATEMENTS FOR THIS PART OF THE ASSIGNMENT. DO NOT USE SPECIAL EDUCATION SERVICE AS THE INTERVENTION.** State specific behaviors and goals that are used in the student's IEP for this part of the assignment.

Activity: By the end of the first semester of your placement, identify two appropriate case study evaluations with your cooperating psychologist. These may be either initial case studies or re-evaluations. Determine which evaluation activities and instruments you will use for each evaluation with your cooperating school psychologist. (Note: you may or may not be allowed by your district to do all the psychological components and should do only the components for which you are competent.) Your participation must include at least one classroom observation for each case. Your reports should **integrate** educational implications with the assessment data. You **must** also participate in the IEP meeting.

REMEMBER USE PSEUDONYMS AND MISNOMERS FOR NAME, SCHOOL, TEACHER, ETC—DELETE ALL IDENTIFYING INFORMATION (e.g. last name, address, parent's last name, etc...) ON THE ASSIGNMENT THAT YOU HAND IN TO PROTECT THE STUDENT'S PRIVACY.

Assignment will consist of several sections:

1. The case study evaluation report(s) written in the style and format required by your district. Unless your district is problem solving oriented, this is the

source of basic discussions of psychometric tests administered and student eligibility for special education service.

2. A summary sheet for each evaluation that includes the following information (if the information is addressed in the included district report then indicate that the information is in the report):
 - a. Referral Question(s) in behavioral terms. What answers was the team looking for through the assessment? If your district is very traditional, ask questions of the teacher or your supervisor to identify these.
 - b. Summary of findings **in reference to the referral question(s)**. List each of your referral questions; specifically answer the questions referencing your assessment results. (This is NOT the same as a summary of your test results)
 - c. Based upon the assessment results, state what recommendations for strategies and interventions to address identified student needs would you make. These need to be specific interventions and the interventions need to be directly tied to the assessment results. (This is not the same as a traditional recommendation section of a report)
 - d. **How did you integrate and interpret the data in order to arrive at the recommended educational strategies and interventions?**
 - e. What was your role in the CSE process? (Soc History, Medical History, interviewed parent, observation, etc.?)
 - f. What role did other school personnel play in the CSE process?
 - g. What assessment procedures did you use? (List all procedure: record review, observations, normed testing, interviews, criterion referenced testing, CBM, etc)
 - h. What assessment procedures did your cooperating psychologist use?
 - i. Dates of Observation, Testing, and Meetings. (You **MUST** do an observation and include a written summary of the observation in this summary sheet if it was not included in the report).
 - j. Record review and academic history.
 - k. Vision and Hearing screening results and dates.
 - l. Social history summary.
 - m. Primary language spoken in the home/Primary language of the child is defined with an explanation of how the primary language was determined
 - n. If the child's primary language is not English, how did his/her second language or culture impact the test results
 - o. Medical History summary
 - p. If standardized test scores were not listed in the report, list them in the summary. This **must** include subtest and factor scores as standard scores, with confidence intervals. If an LD teacher completed the achievement component of the case study you must include the subtest scores. **ALL** scores must be reported as standard scores with the **confidence intervals** listed.
 - q. If the student is 14 or older, then a transition plan **MUST** be included.
 - r. If the student obtained an overall cognitive measure of 70 or below, then an adaptive behavior measure must be administered, scored and findings included in the summary report
 - s. Reflection on reporting out the results at the IEP meeting

- t. What educational strategies and interventions did you take to the IEP meeting?
- u. What determinations were made at the IEP meeting?
- v. What suggestions did you make at the IEP meeting?
- w. What goals, objectives, benchmarks and accommodations were finally put into the student's IEP? How did they relate to the assessment results

Your supervisor needs to sign off on the copy of the report stating that you completed the FIE and attended and reported out at the IEP meeting. Use this form below and make sure to attach it to the summary sheet.

I confirm _____ completed the attached case study evaluation.
LOYOLA STUDENT NAME

On _____, _____ presented the
DATE LOYOLA STUDENT NAME

results of the evaluation at the IEP meeting.

SUPERVISOR SIGNATURE

DATE

Activity: Alternate Site Visit
Due Date: Dec. 5
Turn-In Style: Assignments on Sakai

(NASP Standard 6)

Goal: Spend a whole work day visiting a school psychologist (this counts as a practicum day) who provides services in a school that is culturally different from your site and/or this site might serve students whose average SES is different from your school's site. Observe in the classrooms and observe the school psychologist. Keep notes about your observations. Talk with the school psychologist about how she or he perceives the role to be different from the role of the psychologist in your school.

Product: A written summary comparing your practicum site with what you saw at the alternative site. Include what you observed in the classrooms as well as the differences/similarities in the school psychologist's role. Include the day's log that documents what you did during the visit. Make sure to cover the following in order to get full credit:

1. Compare and contrast the setting and the students served
2. “ “ practice skills utilized by the psychologist at this site with yours
3. “ “ the role of the school psychologist in as many contexts that are relevant, e.g. involvement with families, classroom work, the community, contributions to school climate, etc., etc.

You must obtain the school psychologist's signature to document your visit to obtain credit for this activity.

Name of School Psychologist: _____

Signature of School Psychologist: _____ **Date:** _____

Name of School: _____

Activity: Individual Counseling Parts One, Two and Three

(NASP Standards 1, 3, 4, 6, 8, 10; APA Competency IV.10)

Goal: To experience a one to one counseling relationship.

Activity: You will need to have one continuous individual counseling during the second semester. (NOTE: If the student moves before you have completed the required 8 sessions, you will need to pick up another student and develop the case conceptualization for the new student).

Product:

1. A Case Conceptualization (Part One): Must be turned in no later than after the second session.
 - a. Include IEP goals/objectives if relevant or use IEP-like sheet from Sakai
 - b. Attach copy of rating scale, checklist, or other measure of progress
2. Complete and turn in Progress Notes (see template) after each session (Part Two)
3. Outcome summary report (Part Three)
 - a. Update on progress of goal/objectives

All three parts of this assignment are turned in together two weeks following the last session.

Activity: Individual Counseling Part One (40pts)
Due Date: The start of your individual counseling experience
Turn-In Style: Emailed to your Monitor

A Case Conceptualization stated within a Cognitive Behavioral context in which you:

- Describe student's age, grade, & gender
- Define the student's presenting problem in behavioral terms.
- Include any available test data.
- Discuss cultural context variables
- Review history and developmental milestones
- Define hypothesized cognitive variables
 1. Underlying beliefs
 2. Thinking and feeling patterns
 3. Behavior patterns
- Hypothesize behavioral antecedents and consequences
- Complete a clinical interview with the child and summarize the findings in the report
- Develop an anticipated treatment plan using behavioral and cognitive terms
- Include an IEP in terms of goals and objectives if the student is in a special education setting. If not use the prototype sheet similar to an IEP found on Sakai
- Indicate and include instrument or measure you will use to measure progress
- Hypothesize expected obstacles

Activity: Individual Counseling Part Two (40pts)

Date Due: Weekly

Turn-In Style: Emailed to Monitor

Complete Progress Notes (see template) within FOUR days after EACH session:

- i. Review the steps of the session structure
 1. Mood check in
 2. Homework review (as applicable)
 3. Agenda setting
 4. Session content
 5. Homework assignment (as applicable)
 6. Eliciting feedback
- ii. List what was discussed, how the student behaved, how you reacted, why you reacted the way you did, what could you have done differently, comment on your effective affective skills.
- iii. What do you plan on doing/discussing during the next session?
- iv. Should you re-conceptualize the case conceptualization based upon new data?
- v. If you have contact with teachers/and or parents regarding the student this should be listed and described in your progress notes.

Keep the progress notes in one document so that as each is read by your counseling monitor, he or she is able to refer to previously reviewed weekly notes.

Come to class prepared to discuss the student's progress.

Progress Notes- Individual Counseling

Date: _____ Session: _____ Therapist: _____

Student: _____ Grade: _____ Age: _____

Presenting Problem:

Session Goal (related to the presenting Problem):

Session structure:

Mood check in:

Homework review if appropriate:

What was the homework, if none, explain rationale:

Student's response:

Agenda setting:

Summary of what was discussed (Session content):

Homework assignment: (if none, explain rationale)

How did the student behave?

How did you react to the student's behavior?

What could you have done differently?

Comment on effective affective skills:

What growth are you seeing towards the overall goal?

Plans for next session:

Do you need to re-conceptualize the case?

Contacts with teachers/parents:

Activity: Individual Counseling Outcome Summary Report

Part Three (40 pts) plus Parts One and Two

Due Date: Two weeks following the final session.

Turn-In Style: Assignments on Sakai, Graded Version on LiveText

Once counseling is finished, write an outcome summary report where you summarize

- the overall issue for the child,
- the goals you worked on during the year,
- any changes in the IEP goals,
- how you measured student growth,
- present raw and analyzed data (charts, graphs, etc.)
- an outcome summary of the progress the student has made

Moreover, include in this part a description of your personal growth in terms of how you dealt with the challenges of the case and the setting in which you provided the counseling. How have you grown as a mental health professional as a result of this case? This section should be given considerable thought and attention and should comprise about half of Part Three.

Activity: PREPaRE WS1 Reflection

Due Date: April 10
Turn-In Style: Assignments on Sakai followed by LiveText
(NASP Standard 6; APA Competency IV.11)

Goal: To apply the preventive and responsive services concepts learned in PREPaRE WS1 to your present site.

In PREPaRE WS1 you learned the importance of balancing physical and psychological safety, termed by the US Department of Education as emotional safety. Psychological safety focuses on the emotional and behavioral well-being of students and staff. As described in the workshop it is enhanced by the establishment of school-wide systems of positive behavioral support, programs that foster social emotional learning, and initiatives that encourage school connectedness, and students' internal and external resiliency. In addition, the mitigation of risk is fostered by assessment procedures such as those used in threat and suicide assessment. These efforts all require extensive collaboration with other resources within and outside of school. (Slides 30-42, CD Handout 27)

Comprehensive district and school safety teams focus on overall safety and prevention programming. These teams set the tone and direction for safe school initiatives at both the district and school levels, with their primary focus being proactive prevention and mitigation initiatives and programming. These teams are responsible for carrying out the safety plans at the district and school levels which link school climate, related safety issues and prevention efforts to academic and social-emotional programming. (Slides 43-52, Handouts 2, 3, 4, 6 and CD Handout 31)

Activity: Review the slides and handouts cited above. If you wish to gather more background information on the content discussed through these slides refer to Reeves, Kanan, and Plog (2010), Doll and Cummings (2008), Volume 3 of Thomas and Grimes (2008), and various chapters from Shinn and Walker (2010) and information at www.casel.org

1. Fill out the Behavioral Interventions (pg. 4) and Conduct (pgs. 10 & 11) sections of the Vulnerability Assessment found in Handout 6 for your school. If you work at more than one school, choose one. Make sure to add additional comments if relevant.
2. Pick one of the areas that you marked as requiring either immediate attention or attention soon. Include why you picked this area.
3. Describe how you will research and evaluate evidence based programs that might be effective in your school. Be sure to include the rationale for the choice of the recommendation.
4. An activity such as this would be done by the district and/or school safety team. Who at your school and/or district would be appropriate members of such teams? Remember it is important to consider not only the roles these people play but also the leadership and personality characteristics they might possess as described on slide 47.

Product: Attach the completed Vulnerability Assessment sheets to a not less than five (5) page double spaced summary addressing points 2, 3 and 4 listed above.

Activity: End of Year Reflection
Due Date: June 15

Turn-In Style: Assignments on Sakai

You will provide a reflection of the personal growth and challenges you have encountered during the year and how this experience has impacted you and your thoughts on providing services to children in the schools in a manner which is culturally sensitive and just for all children and families.

APPENDIX

Four key assignments in CIEP 462, 463 are based on the following APA competencies: Assessment (IV.9), Intervention (IV.10), and Consultation (IV.11). Attached to this appendix are rubrics for these key assignments.

GROUP COUNSELING ASSIGNMENT (IV.10)

	Target	Acceptable	Unacceptable
Integration of Case Components	Candidate demonstrates comprehensive knowledge of the group counseling experience by thoroughly completing all three components of the group counseling assignment.	Candidate demonstrates knowledge of the group counseling experience. All three components of the group counseling assignment are included with all aspects of the component included.	Candidate demonstrates limited knowledge of the group counseling experience. Assignment is missing one or more of the three components.
Case conceptualization	Candidate thoroughly completes all components of the group's framework and plan, including the introduction and demonstrating a complete understanding of the group members' background. Candidate defines the goal or objective of the group in very clear behavioral and measurable terms.	Candidate adequately completes all components of the group's framework and plan. Candidate provides a sufficient understanding of the group members' background. Candidate sufficiently defines the goal or objective of the group in behavioral and measurable terms.	Candidate does not complete all components of the group counseling introduction or displays an insufficient understanding of the group members' background, or does not include group goals and objectives.
Progress Notes	Candidate turns in complete progress notes according to template after each session. Candidate occasionally includes other aspects of the group counseling sessions not covered on the template.	Candidate turns in progress notes according to the template after each session. Candidate includes responding to all items on the template.	Candidate fails to turn in progress notes after a client session.
End of Semester Report	Thorough summary report addresses all areas completely demonstrating growth and understanding of the counseling process.	Summary report addresses all areas adequately demonstrating growth and understanding of the counseling process.	Incomplete summary report or candidate does not demonstrate growth and understanding of the counseling process.
Total Assessment NASP-4 APA-IV.10	Student must receive no more than one section rated as Acceptable (with all others rates at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.

FULL AND INDIVIDUAL EVALUATION ASSIGNMENT APA (IV.9)

	Target	Acceptable	Unacceptable
Integration of Case Study Components	Candidate follows case study through several stages by completing ALL required components and by thoroughly demonstrating the ability to develop appropriate interventions.	Candidates fails to thoroughly address 1 or 2 of the components of the FIE, while demonstrating the ability to develop adequate interventions.	Candidate fails to thoroughly address 3 or more of the components of the FIE, while demonstrating inadequate ability to develop interventions.
Background Knowledge	Candidate demonstrates a thorough review of all necessary background information.	Candidate demonstrates an adequate review of background information pertinent to the case study.	Candidate does not demonstrate an adequate review of background information.
Referral Question	Referral questions specifically answered referencing test results.	Referral questions adequately answered referencing test results.	Referral questions do not reference test results.
Psychometric Tests	Psychometric tests thoroughly administered and student eligibility for special education service clearly based on these results.	Psychometric tests adequately administered and student eligibility for special education service based on these results.	Psychometric tests not administered or student eligibility for special education service not based on test results.
Interventions and Recommendations	Interventions are based on thorough integration and interpretation of the data.	Interventions are based on an adequate integration and interpretation of the data.	Interventions are not based on adequate integration and interpretation of the data.
Total Assessment NASP-1 APA-IV.9	Student must receive no more than one section rated as Acceptable (with all other rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.

INDIVIDUAL COUNSELING ASSIGNMENT (IV.10)

	Target	Acceptable	Unacceptable
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Integration of Case Components	Candidate demonstrates total knowledge of the steps of the individual counseling case by thoroughly completing ALL of the components of the individual counseling case.	Candidate demonstrates most knowledge of the steps of the individual counseling case and completes all but one or two of the individual counseling case.	Candidate demonstrates some knowledge of the steps of the individual counseling case.
Case Conceptualization	Candidate thoroughly completes all components of the case conceptualization demonstrating a complete understanding of the client's background and develops an appropriate treatment plan with behavioral goals.	Candidate adequately completes all components of the case conceptualization, a sufficient understanding of the client's background with an appropriate treatment plan and behavioral goals.	Candidate does not complete all components of the case conceptualization or displays an insufficient understanding of the client's background, or develops an inappropriate treatment plan without behavioral goals.
IEP Prototype	Candidate completes an IEP/Plan summary form that includes overall goals of the student and thoroughly describes how goals will be measured.	Candidate completes an IEP/Plan summary form that includes the overall goals of the student and adequately describes how goals will be measured.	Candidate completes an IEP/Plan summary form and fails to include the overall goals of the student or fails to describe how goals will be measured.
Progress Notes	Candidate turns in complete progress notes according to template after each session including: mood check-in, homework review, agenda setting	Candidate turns in progress notes according to template after each session.	Candidate fails to turn in progress notes after a client session.
Summary Notes	Thorough summary report addresses all areas completely demonstrating growth and understanding of the counseling process.	Summary report addresses all areas adequately demonstrating growth and understanding of the counseling process.	Incomplete summary report or candidate does not demonstrate growth and understanding of the counseling process.
Total Assessment NASP-4 APA IV.10	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section received a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.

PREPaRE ASSIGNMENT (IV.11)

	Target	Acceptable)	Unacceptable
Vulnerability	Candidate completes all	Candidate completes all	Candidate completes most

Assessment	items from the assigned Vulnerability Assessment pages thoroughly with all relevant columns addressed, including additional comments.	items from the assigned Vulnerability Assessment pages thoroughly with all relevant columns addressed.	items from the assigned Vulnerability Assessment pages.
Choosing an area for intervention	Candidate identifies more than one areas marked as requiring either immediate attention or attention soon. Candidate compares/contrasts the areas and includes rationale for the choice of one over the other.	Candidate identifies one of the areas marked as requiring either immediate attention or attention soon and includes rationale for such a choice.	Candidate identifies one of the areas marked as requiring either immediate attention or attention soon.
Choosing a program	Candidate cites relevant research from multiple sources in the rationale for choice including but not limited to clearinghouses and databases. Candidate clearly explains why the program is feasible citing relevant features of the program that match the context of the school across multiple dimensions.	Candidate cites relevant research from multiple sources in the rationale for choice including but not limited to clearinghouses and databases.	Candidate cites relevant research from books and articles in the rationale for choosing a program of choice.
Members of the Safety Team	Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook and provides rationale for including these people. Rationale should include description of the relevant leadership and personality characteristics that members bring to the team. Candidate also explains how participants might be invited to be included on the team and the manner in which active participation could be enhanced.	Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook and provides rationale for including these people. Rationale should include description of the relevant leadership and personality characteristics that members bring to the team.	Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook.

Total Assessment NASP-6 APA-IV.11	Students must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
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